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ABSTRACT

Intended for administrators, supervisors, and teachers, the booklet is designed as a source document for developing individualized education programs (IEPs) for handicapped children in Illinois as required by P.L. 94-142 (the Education for All Handicapped Children Act). Section I identifies and defines the following content areas of an IEP: present levels of educational performance, annual goals, short-term instructional objectives, services to be provided, participation in regular education programs, objective criteria and evaluation procedures, type of physical education program, special media and materials, justification for placement, and identification of implementers. Considered in Section II on IEP development are the multidisciplinary staff conference, a four-stage model for development of an IEP, and examples of each IEP component. Section III deals with administrative concerns such as developing IEP policies and procedures, and drafting a local district IEP form (several sample forms are provided). Appended are sample IEPs which are based on those completed by teachers participating in the IEP field test. (SBH)

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Illinois Interim Resource Manual For Preparing Individualized Education Programs

SPECIALIZED EDUCATIONAL SERVICES DEPARTMENT
STATE BOARD OF EDUCATION • ILLINOIS OFFICE OF EDUCATION
JOSEPH M. CRONIN, STATE SUPERINTENDENT OF EDUCATION

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STATE BOARD OF EDUCATION
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Joseph M. Cronin
State Superintendent of Education

August 3, 1977

MEMORANDUM

TO: Educators of Handicapped Children

FROM: Joseph M. Cronin, State Superintendent of Education

SUBJECT: Individualized Education Program (IEP)

As this publication goes to press, the Federal Rules and Regulations to govern the implementation of Public Law 94-142 have not been finalized. However, the Illinois Office of Education, in an attempt to be of assistance to local school districts and other administrative entities which maintain programs for the handicapped, has prepared a resource document. This document describes exemplary practices and can serve as a guide to those persons who are planning and/or implementing an individualized education program. For clarity, legal references cited in the document are identified as being contained in Public Law 94-142, proposed Federal Rules and Regulations, **The School Code of Illinois** or the Illinois **Rules and Regulations to Govern the Administration and Operation of Special Education.**

The resource manual is to be regarded as an interim document which should serve to provide assistance during the 1977-78 school year. The individualized education program is the major thrust of the new Federal law. During the next year, the Illinois Office of Education will be working on ways to improve processes dealing with multidisciplinary staffings, programming, and evaluation. It is expected that the Bureau of Education for the Handicapped will phase in requirements as they relate to this part of the law; however, it is not the intention of the Illinois Office of Education during the 1977-78 school year to go beyond the minimum compliance requirements contained in the law.

Districts may expect to be held accountable for assuring that each child has an IEP and that the following components have been satisfactorily addressed:

1) a multidisciplinary staffing,
2) placement in least restrictive environment,
3) parent involvement,
4) an instructional plan which indicates annual goals and short-term objectives, and
5) a method of evaluating the child's progress.

It is the intention of the Illinois Office of Education to work with administrators and school personnel during the 1977-78 school year to help refine the resource manual, to determine ways in which the quality of IEP's can be improved, and to develop a reporting system. Revision of the manual will be based on the final Federal Rules and Regulations, experience gained during the school year, and joint efforts between the Illinois Office of Education and the field in developing and refining systems necessary to provide a free, appropriate educational program to each handicapped child in Illinois.

77-8-4

100 North First Street
Springfield, Illinois 62777
217/782-4321

188 West Randolph
Chicago, Illinois 60601
312/793-2220

State Office Building
601 North 18th
Mt. Vernon, Illinois 62864
618/242-1676

Post Office Box 625
DeKalb, Illinois 60115
815/753-0261

3 Henson Place
Champaign, Illinois 61820
217/333-8770

INTERIM RESOURCE MANUAL FOR PREPARING INDIVIDUALIZED EDUCATION PROGRAMS

Department of Specialized Educational Services

State Board of Education
Illinois Office of Education

Joseph M. Cronin
State Superintendent of Education

Prepared by:
Colleen S. Blankenship, Ph.D.
Illinois Office of Education/Regional Resource Center Liaison

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TABLE OF CONTENTS

FOREWORD ii

SECTION I: CONTENTS OF AN IEP 1

Introduction 2
Individual Educational Plan vs. Individualized Education Program 2
Contents of an IEP 2

Present Levels of Educational Performance 3
Annual Goals 3
Short-Term Instructional Objectives 4
Services To Be Provided 4
Participation in Regular Education Programs 4
Objective Criteria and Evaluation Procedures 4
Type of Physical Education Program 5
Special Media and Materials 5
Justification for Placement 5
Identification of Implementers 5

SECTION II: DEVELOPMENT OF AN IEP 7

Multidisciplinary Staff Conference 8

Time-line 8
Participants 8

Model for the Development of an IEP 10

Stage I: Pre-Planning 10
Stage II: Conducting the Multidisciplinary Staff Conference 10
Stage III: Completing the IEP 14
Translating Goals Into Objectives 14
Maintenance of IEP's 18
Stage IV: Evaluating, Reviewing, and Revising an IEP 18

SECTION III: PREPARING FOR COMPLIANCE 19

Developing IEP Policies and Procedures 20

Placement 20
Participants at Meeting(s) 20
Contents of an IEP 21
Evaluation 21
Maintenance of IEP's 21

Developing a Local District IEP Form 22

APPENDIX: SAMPLE IEP'S 25

FOREWORD

Public law 94-142 reflects the importance of several basic beliefs concerning the education of handicapped children which have long been shared by special educators. Namely, that all handicapped children are entitled to receive an education at public expense; that they should be educated with their non-handicapped peers to the maximum possible extent; and that instruction should be individualized to meet the unique needs of each handicapped child.

The Illinois State Board of Education has recognized this need of exceptional students in the goal statement:

> "The special education needs of all people should be met. For those with special talents, sufficient challenges are needed. For students with handicapping conditions, safeguards should be provided. These should include holding information in confidence and furnishing appropriate alternative placement.
>
> The principle of least restrictive placement, "mainstreaming" – placing exceptional children with all kinds of students – shall be followed wherever feasible. The right of parents to appeal educational placement should be maintained.
>
> Continued efforts shall be made to locate, identify, and provide services for students who are not currently being served, whether handicapped or gifted."

One of the requirements of public law 94-142 is that each handicapped child must have an Individualized Education Program (IEP). While the contents of an IEP might be more extensive than what teachers are currently using, and the terminology may be new, the actual development of an IEP represents nothing more than sound educational planning. Basically, what the law asks educators to do is to determine how a handicapped child is currently functioning, to identify a child's educational needs, and to plan cooperatively with a child's parents to develop an educational program. As part of developing a child's IEP, goals are established which specify the desired behaviors to be achieved by the child. To ensure that the child is making progress on goals, the goals are broken down into smaller steps which can be measured by teachers throughout the year. The child's progress on his/her IEP is then reviewed and discussed with the child's parents and planning begins anew for the next school year.

The manner in which IEP's are to be developed, implemented, and reviewed are specified in both the Federal law and in the proposed Federal Rules. In order to assist teachers and administrators in developing IEP's, the Illinois Office of Education in cooperation with the Regional Resource Center administered by Peoria School District 150 has endeavored to develop a set of guidelines with sufficient flexibility to ensure their applicability throughout the State of Illinois.

The Illinois Office of Education has participated in several regional and national meetings on IEP's and has profited by those discussions and through the exchange of guidelines with several state education agencies, the National Association of State Directors of Special Education, and the Council for Exceptional Children. After a complete review of all available materials, work on a model for the development of IEP's was begun. With the cooperation of administrators, supervisors, and teachers the model was field tested in Chicago Public Schols, Maine Township Special Education Program, and Wabash and Ohio Valley Special Education District. Comments were solicited from participating IEP field test administrators, supervisors, teachers, and parents. A preliminary draft of the guidelines was disseminated to directors of special education, program service teams, and to each department of special education in the universities and colleges within the state.

In the last few months, the Illinois Office of Education has had the opportunity to discuss the IEP guidelines at meetings of the American Association of School Superintendents, the Illinois Administrators of Special Education, and the Higher Education Advisory Committee. In addition, several informal meetings have been held with the IEP field test administrators and supervisors, as well as a representative sample of administrators, supervisors, teachers, and parents across the state. Most recently, a draft of the guidelines was distributed to assist administrators, supervisors, and teachers in their regions to develop IEP's, and to provide information to college and university teacher trainers concerning IEP's so that they may be incorporated into preservice teacher training programs.

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Lonnie Kardik
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Margaret Ortinau
Charlotte Projansky
Elberta Pruitt
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Anne Russell
Zena Schulman
Paulette Singleton
Susan Stoll
Rosemary Welsch

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James Blouch
E. Gaydon Brandt
Arlene Chiero
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Teri Sklar
Terry Clark
Bobbie Durham
Harry Eschel
Barbara Ferguson
Donald Stetina
Mary Fiddler
Joyce Gurolnick
Harold Hoferle
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David Rosen
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Dale Becker
Janice Collins
Donna Delaney
Carolyn Diggs
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M. Stephen Lilly
Sara McKracken
Viola Moore
Pat Mueller
Margaret Pysh
Joan Roeder
Gloria Schiff
Marie Sivak

Program Service Team Members

Jackie Crain
Jim Meeks
Jean Muckelroy
Margaret Phee
Willie Stewart
Linda Taylor
Jeannie VanSickle

IEP Trainers

Pat Barger
Jane Blalock
Sue Brown
Jim Buscher
Tom Butterweck
Marilyn Faris
Jessie Gresham
Carole Gustafson
Dyan Harper
Adrienne Jarvis
Gaylen Kapperman
Roger Lewis
Donna Matthew
Kathy Matthews
Alice Nelson
Donna O'Dell
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Al Travagline
William Turton
Donna Wadsworth

IEP Review Participants

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Dean Fogle
Dianna Gliwa
Sally Hoerr
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SECTION I

CONTENTS OF AN IEP

INTRODUCTION

This booklet is intended to be used as a source document by administrators, supervisors, and teachers in developing IEP's for handicapped children in Illinois. The booklet is divided into four major sections. Section I identifies and defines the essential components of an IEP. The purpose of Section I is to provide an overview of the contents of an IEP as required by P.L. 94-142, the proposed Federal Rules and Regulations for P.L. 94-142 (Federal Rules), and the Illinois **Rules and Regulations to Govern the Administration and Operation of Special Education** (Illinois Rules). The interrelationships between the Federal law, the proposed Federal Rules and the Illinois Rules are discussed in several sections of the booklet. Specific references are made to pertinent sections of the law, the proposed Federal Rules, and Illinois Rules thereby allowing the reader to differentiate between what is required and what is suggested in the form of guidelines.

Section II focuses on the development of an IEP and emphasizes the manner in which multidisciplinary staff conferences are conducted. A four-stage model for the development of an IEP is also presented. Section II further describes the contents of an IEP and provides examples of each component.

Section III deals with administrative concerns such as developing IEP policies and procedures and drafting a local district IEP form. Several different IEP forms are provided to assist local districts in developing a form which will best serve their needs.

The Appendix contains sample IEP's which are based on those completed by teachers who participated in the IEP field test.

INDIVIDUAL EDUCATIONAL PLAN VS. INDIVIDUALIZED EDUCATION PROGRAM

Some confusion has resulted due to the usage of different terminology by the federal and state government. The law refers to an "Individualized Education Program" (Sec. 602(19)), the proposed Federal Rules refer to an "Individualized Education Program" (Sec. 121a. 225), and the Illinois Rules mention an "Individual Educational Plan" (Sec. 915(3) (e)).

The contents of an "Individualized Education Program" as required by PL 94-142 are more extensive than those specified in the Illinois Rules for an "Individual Educational Plan." The only required content of a "plan" according to Illinois Rules (Sec. 9.15(3)(e)) is that it must include "specific objectives to be attained by the child." Specific short-term instructional objectives are included in the contents of an "Individualized Education Program" as described in the Federal law. For that reason, it is **not** necessary to develop both a "plan" and a "program." By developing an "Individualized Education Program" containing all of the components specified in the law and in the proposed Federal Rules, local education agencies will be in compliance with both the Federal law and Illinois Rules.

In order to be consistent with the law, IEP will refer to an "Individualized Education Program." When the Illinois Rules are revised, the words "Individualized Education Program" will be substituted for "Individualized Educational Plan" (Sec. 9.15(3) (e)).

CONTENTS OF AN IEP

According to PL 94-142 (Sec. 602(19)) an IEP is a written statement which includes the following:

1. A statement of present levels of educational performance
2. Annual goals

3. Short-term instructional objectives

4. Specific educational services to be provided, including the initiation date and anticipated duration of services

5. Extent to which the child will participate in regular education programs

6. Appropriate objective criteria, evaluation procedures, and schedules for determining at least annually whether short-term instructional objectives have been achieved.

The proposed Federal Rules (Sec. 121a.225) include all of the contents specified in the law and require that an IEP also contain:

7. The type of physical education program in which the child will participate

8. Any special media and material which are needed

9. A justification for the type of educational placement which the child will have

10. A list of individuals who are responsible for implementing the child's IEP.

The proposed Federal Rules clarify some, but not all of the terms which are included in the contents of an IEP. Each term will now be briefly defined.

Present Levels of Educational Performance

According to the proposed Federal Rules (Sec. 121a.225), an IEP "must include a statement of the child's present levels of educational performance, including academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills, and self-help skills." In some instances, it may be unnecessary to describe a child's current level of functioning in all areas as required by the proposed Federal Rules. For example, it does not seem necessary to describe a child's performance in vocational skills if he/she is classified as speech/language impaired and only receiving speech and language services. Common sense dictates that one should summarize a child's present levels of performance in those areas which are relevant to the nature of the child's problems.

A statement of present levels of performance may be defined as "a statement which describes what a child can and cannot do in as many of the following areas as are appropriate to the nature of the child's problems, including: academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills, and self-help skills."

Annual Goals

The proposed Federal Rules (Sec. 121a.225) require annual goals to describe the educational performance to be achieved by a child by the end of a school year. It is suggested that an annual goal be defined as "a statement which includes a cluster of related behaviors in a given area (academic, speech/language, self-help, prevocational and vocational, motor, or social behavior), which are appropriate to a child's needs and can reasonably be achieved by the end of the school year."

One of the most common questions teachers ask is "How many goals should a child have?" There is no "right answer" as the number of goals a child should have depends upon his/her needs. A child who is speech and language impaired may have only one or two goals, both of which address the child's need to improve his/her speech. On the other hand, a child who has a severe mental impairment has a greater number of needs and hence, a greater number of goals. Several examples of annual goals are provided in Section II and on sample IEP's contained in the Appendix.

Short-Term Instructional Objectives

The law requires that annual goal statements be accompanied by short-term instructional objectives (Sec. 602 (19)). The proposed Federal Rules specify that short-term instructional objectives must be "measurable intermediate steps" between a child's present level of performance on a skill and the desired level as stated in an annual goal.

The most common way to write short-term instructional objectives is to include the following four components: (a) a learner, (b) an observable behavior, (c) the conditions under which the objective will be performed, and (d) the standard or criteria which describes the minimum performance required to master the objective.

Short-term instructional objectives may be defined as "a series of statements (expressed as behavioral objectives) which represent measurable intermediate steps between a child's present level of performance in a goal area and the desired level as stated in an annual goal."

Short-term instructional objectives are discussed in detail in Section II. Several examples of objectives are provided in that section as well as on the sample IEP's contained in the Appendix.

Services To Be Provided

The Federal law requires an IEP to contain a list of "the specific educational services" to be provided to the child including the projected date for initiation and the anticipated duration of such services (Sec. 602 (19)).

Individuals providing supportive services to a handicapped child are an integral part of the IEP process. The current Illinois Rules (Sec. 5.04) specify that "specific objectives shall be established for each child who receives special education supportive services." The objectives which are written should logically be related to the child's annual goals which appear on his/her IEP. Therefore, individuals providing supportive services to handicapped children need to be involved in both the development and implementation of IEP's.

Participation In Regular Education Programs

Both the Federal law (Sec. 602 (19)) and the proposed Federal Rules (Sec. 121a.225) require an IEP to contain a description of the extent to which a child will participate in regular education programs. It is to be expected that many children with mild learning and behavior problems will be able to profit from regular education programs. To the extent that some of a handicapped child's goals may be implemented in a regular classroom by a regular classroom teacher, it is of paramount importance that special and regular educators work cooperatively to ensure the successful implementation of a child's IEP.

The requirement to specify a child's participation in regular education programs has been interpreted to mean that an IEP should indicate whether a child will participate in regular education programs, and if so the type of programs in which the child will participate.

Objective Criteria and Evaluation Procedures

According to the Federal law (Sec. 602 (19)) and the proposed Federal Rules (Sec. 121a.225) each IEP must contain "appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved."

This requirement need not be seen as a separate component of an IEP. If a child's implementers write measurable short-term instructional objectives and then **directly measure** a student's performance on those objectives, the requirement to objectively evaluate performance has been satisfied. While the law requires a minimum of one evaluation of performance on objectives per year, this provides too infrequent a measure of student performance. Measures of student performance

should be taken frequently to determine if a child is making progress on short-term instructional objectives. While direct and daily measurement provides the most sensitive measure of a student's performance, it is strongly recommended that teachers at least measure student performance on objectives on a weekly or bi-weeking basis.

Type of Physical Education Program

The proposed Federal Rules (Sec. 121a.225) require that an IEP contain a description of the type of physical education program in which the child will participate. In some cases, handicapped children can participate in regular education physical education programs. In instances where this is not possible, some provision should be made to provide the child with a physical education program which is tailored to his/her needs. Physical education should be considered as an integral part of the total educational process and as such it should be included on a child's IEP.

Special Media and Materials

The proposed Federal Rules specify that an IEP must contain a description of any special media and materials which are required to implement a child's IEP. Special media and materials have been defined as a listing of "those media and materials which are unique, i.e., not typically used in regular classrooms, e.g., braille writers; and/or media and materials used because of, and in reference to, specific instructional objectives of the child, e.g. Language Masters" (Workscope for Special Media and Materials Committee, March, 1977). The committee on Special Media and Materials recommended the special media and materials be listed on a child's IEP next to the specific short-term instructional objective for which the media or materials are used.

Some school districts have found it helpful to list media and materials by name, author, publisher, level, and to indicate the dates on which the materials were used with a child. A brief statement as to the perceived effectiveness of the materials may also be included on a child's IEP. By noting the type and the perceived effectiveness of media and materials used by a child, the IEP becomes a complete record of the materials used by the child in his/her special education program.

Justification for Placement

The proposed Federal Rules (Sec. 121a.225) require that a justification be provided for the type of educational placement which is selected for a handicapped child. Justification for placement has been interpreted to mean "a list of reasons why the particular placement selected for a handicapped child is seen as the least restrictive environment (in terms of contact with non-handicapped children) in which the child can reasonably be expected to achieve the goals indicated on his/her IEP."

Identification of Implementers

An IEP must contain a list of those individuals who are responsible for implementing a child's IEP (Federal Rules, Sec. 121a.225). The list should include the names of the child's teacher(s) as well as those individuals who will provide supportive services to the child. The name of each individual may be written next to the particular goal(s) which he/she will implement on the child's IEP.

It is strongly suggested that one individual be identified to monitor the overall implementation of a child's IEP. An IEP manager should be appointed at the multidisciplinary staff conference and the name of the IEP manager should be listed on the child's IEP. It is not necessary to hire individuals particularly to function as IEP managers. Any one of a child's implementers, or a member of the school's supervisory staff could serve as an IEP manager. In some districts, case coordinators are presently serving in the capacity of IEP managers. The function of an IEP manager is to coordinate the implementation of the IEP with a child's parents and the local district. As a coordinator, the IEP manager could monitor the overall implementation of a child's IEP. As a liaison, the IEP manager could be available to discuss with the child's parents any minor revisions which must be made to a child's IEP during the school year.

SECTION II

DEVELOPMENT OF AN IEP

MULTIDISCIPLINARY STAFF CONFERENCE

Time-line

An IEP must be developed for each handicapped child who is eligible to be counted in the Exceptional Child Analysis, known as the Child Count. Those handicapped children who are currently receiving special education and supportive services must have an IEP developed by October 1, 1977.

A reasonable interpretation of the proposed Federal Rules (Sec. 121a.222) is that an IEP should be developed at the beginning of each school year and then reviewed and revised, as appropriate, but at least annually. If a handicapped child's IEP is developed at the beginning of a school year, it could be reviewed near the end of the school year. Annual reviews are currently required by Illinois Rules (Sec. 9.25) for the purpose of determining "the extent to which the child has met the objectives, recommend further evaluation if indicated, and revise the individual educational plan." Under this system it would be possible to revise a child's goals, determine services, placement, and all other components of the child's IEP with the exception of short-term instructional objectives. The child's new teacher at the beginning of the next school year could then develop the child's short-term instructional objectives.

According to the proposed Federal Rules (Sec. 121a.222) a meeting to develop an IEP for a newly referred child must be held within 30 days of the determination that the child is handicapped or that the child will receive special education. In Illinois, eligibility is determined within a multidisciplinary staff conference. Illinois Rules (Sec. 9.15) specify that one or more multidisciplinary staff conferences may be convened in order to:

a. Establish a composite understanding of the child's learning characteristics, sensory and motor skills, and behaviors
b. Determine eligibility for special education programs or services
c. Determine the child's unique educational needs and the extent to which these needs can be met by the standard program
d. Determine the nature and degree of special education intervention which is needed, and recommend corresponding placement which is least restrictive of interaction with non-handicapped children
e. Develop an individual educational plan which indicates specific objectives to be attained by the child.

It is recommended that instead of developing an "individual educational plan" that an "individualized education program" should be developed including all components required by the Federal law with the exception of short-term instructional objectives, objective criteria, evaluation procedures, and special media and materials. Following the multidisciplinary staff conference, for a newly eligible child, a reasonable period of time (30 days) should be given to allow the child's receiving teacher and other implementers to translate goals into objectives, determine the criteria to be used in evaluating performance on objectives, and to select any necessary media and materials.

In consideration of the fact that ample time must be provided to allow teachers time to translate goals into objectives, determine criteria to evaluate performance, and to select any special media and materials, for students who are continuing in special education, a period of 30 days should also be given to a child's receiving teacher(s) at the beginning of the school year.

Participants

According to the Federal law (Sec. 602(19)) an IEP is to be developed in a meeting by:

1. A representative of the child's local education agency who is qualified to provide or supervise the provision of special education

2. The child's teacher

3. The child's parents or guardian, and

4. The child, where appropriate.

The proposed Federal Rules further clarify the participants at the meeting by stating that:

1. The representative of the child's local education agency (LEA) must be **other than** the child's teacher and qualified to provide or supervise the provision of special education

2. The child's teacher includes those teachers, special or regular, (or both) who will implement the child's IEP

3. One or both parents

4. The child, where appropriate

5. Other individuals at the discretion of the child's parents or local education agency.

According to Illinois Rules (Sec. 9.15) multidisciplinary staff conference participants include:

1. An appropriate representative of the child's home school

2. The special education director or a designee

3. The child's evaluators

4. Persons having significant information about the child

5. Those persons who may become responsible for providing special education or supportive services to the child, and

6. The child's parents.

The Illinois Rules specifically include the director of special education or a designee, the child's evaluators, and individuals who will implement the child's program. In that sense, the Illinois Rules are more explicit than the proposed Federal Rules. The intent should be to bring together those individuals with significant information about the child and those individuals who will provide special education and supportive services so that an IEP may be developed in cooperation with the child's parents.

The current Illinois Rules (Sec. 9.15) state that the parents of the handicapped child must be notified of the time and place of the meeting and invited to attend and participate in the development of the "Plan" for their child. The Federal law requires the participation of the child's parents at conferences to develop and to review/revise the child's IEP. Each local education agency should take steps to ensure parental participation at each meeting. Every effort should be made to schedule meetings at a convenient time and place to allow parents to participate in developing and reviewing/revising their child's IEP (Federal Rules, Sec. 121a.224).

Provisions should be made to ensure that the child's parents can understand and participate in the multidisciplinary staff conference. In cases where a child's parents are deaf, or do not speak English, the local education agency should arrange for an interpreter to be present (Federal Rules, Sec. 121a.224; Illinois Rules, Sec. 9.15).

If neither parent can attend, the local education agency should explore other methods of securing parental participation, including individual or conference telephone calls. In cases where the parents are unwilling to attend, a meeting should still be conducted to develop and/or to review/revise the

child's IEP. If neither parent attends the meeting the local education agency must document its efforts to schedule a meeting by keeping records of:

1. Telephone calls made to the parents and the results of those calls
2. Correspondence sent to the parents and response received from the parents
3. Visits made to the parent's home or place of business and the outcome of those visits.

MODEL FOR THE DEVELOPMENT OF AN IEP

In Section I an overview of the contents of an IEP was presented. Mention was made of the fact that an "Individualized Education Program" is more extensive than an "Individual Educational Plan" which is required by current Illinois Rules. The development of an IEP which contains all of the components as specified in the Federal law and in the proposed Federal Rules requires ample planning time. It is inlikely that an "Individualized Education Program" could be developed as readily as a "Plan" within the confines of a single multidisciplinary staff conference. For that reason, it is strongly suggested that local education agencies follow a three-step process in developing a child's IEP.

Stage I: Pre-Planning

The need for some pre-planning on the part of local education agencies is necessitated by the fact that school personnel must be prepared to discuss the following with the child's parents at the multidisciplinary staff conference: the child's eligibility, present levels of educational performance, annual goals, needed supportive services, and placement. Some forethought is also needed to identify those individuals who will be responsible for implementing the child's IEP so that they may attend the multidisciplinary staff conference.

The purpose of the pre-planning stage is to ensure that a local education agency has taken steps to review the child's case study evaluation, to examine the child' needs, to identify potential goals for the child, and has considered placement and service options. The pre-planning stage need not involve a formal meeting. By engaging in some pre-planning, the multidisciplinary staff conference can be devoted to presenting program options to the child's parents and discussing goals and needed services to be provided to the child.

Stage II: Conducting the Multidisciplinary Staff Conference

Each local education agency has the responsibility of initiating and conducting conferences to develop and/or review/revise a child's IEP (Federal Rules, Sec. 121a.222). At the multidisciplinary staff conference each of the following items should be discussed:

a. The child's present levels of performance in areas of concern
b. Annual goals
c. Amount and type of special education and supportive services which will be required to meet the child's needs and to implement his/her goals
d. Extent to which the child will participate in regular education programs
e. Type of physical education program in which the child will participate
f. Placement, including a justification for the particular placement which the local education agency recommends to the parents
g. The manner in which short-term instructional objectives will be developed, the method which will be used to measure student progress on objectives, and the schedules for determining the child's progress.

Each of the items to be discussed at the multidisciplinary staff conference will now be described in detail.

Present levels of educational performance. Statements of present levels of performance should be based on the assessment information collected as part of the case study evaluation or other testing (in the case of continuing students) which was conducted by the local education agency. Assessment information may include: achievement tests, diagnostic tests, criterion referenced tests, informal inventories, and observational data. Achievement test data may provide a general indication of a child's present levels of performance, but the results of achievement tests do not provide teachers with specific information on which to base instructional programs. Teachers find that they must go beyond the results of standardized achievement tests to adequately determine the skills which a child can and cannot peform. Information obtained by administering diagnostic and criterion referenced tests in an area of concern can be of some assistance in identifying a child's needs. However, the results obtained by administering a diagnostic test on one occasion may not adequately reflect the typical performance of the child. For that reason, informal inventories and teacher-made assessment devices which provide a direct measure of student performance and which can be administered over a number of days will provide a more reliable indicator of the child's present levels of educational performance.

Information obtained as part of assessing a child's performance can be used to identify a child's needs and to summarize a child's present levels of performance. Example 1 provides an illustration of the use of assessment information.

Example 1

John is a fifth grade student who is experiencing some mild learning and behavior problems. Based on a case study evaluation, it was determined that John was eligible to receive special education. At the multidisciplinary staff conference to develop John's IEP, a member of the case study evaluation team described John's present levels of performance to his parents and to the other participants in the following way:

1. *John is reading at the beginning 3rd grade level as measured by the Metropolitan Achievement Test. John's present teacher gave him an informal reading test in which John read several different graded passages and answered written comprehension questions. The teacher's records showed that he read quite slowly and vnderstood only about half of what he read.*

2. *John has little difficulty computing arithmetic problems, but he has considerable difficulty with story problems as indicated by his daily work.*

3. *John's daily assignments reveal that his penmanship is almost illegible.*

4. *John gets along well with other children, but he frequently spends too much time out of his seat visiting with others. His teacher's observational records show that he frequently talks out in class.*

When describing a child's present levels of performance it is important to gear the explanation to the level of the parent's understanding. Technical terms and educational jargon should be avoided. The aim should be to clearly describe the child's performance so that all of the participants will have an understanding of what the child can and cannot do.

The actual statements of present levels of performance which appeared on John's IEP were stated as follows:

1. Reading on the beginning 3rd grade level as measured by the MAT. Informal reading inventory showed John read a grade 5.0 reader at less than 30 words per minute with 8 errors per minute and comprehended 40% of what he read.

2. Daily average on story problem worksheets was 40%.

3. Penmanship on daily assignments is illegible due to size and spacing.

4. John is out of his seat on the average of 10 times per day, talks out on the average of 13 times per day.

Annual goals. Annual goals may be derived from comparing the child's needs based on his present level of performance in an area of concern with the desired level of performance. The way in which a child's needs may be translated into goal statements is provided in Example 2.

Example 2

In Example 1, John's planners identified the following educational needs: (a) to improve both reading fluency and comprehension, (b) to increase accuracy in solving story problems, (c) to increase the legibility of John's penmanship, and (d) to decrease the number of talk-outs and out of seat behaviors.

John's planners translated his educational needs into the following goal statements:

By the end of the school year, John will:

(a) be reading on at least the beginning 5th grade level, at a rate of 90 words per minute correct with less than 4 words per minute incorrect and at a comprehension level of 80%

(b) be able to compute six different types of story problems

(c) be able to write legibly all upper and lower case cursive letters in isolation and in connected writing

(d) stay in his seat and raise his hand before talking out during assigned work periods

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One of the most difficult tasks related to identifying goals is determining how narrow or global to make them. The aim should be to identify clusters of related behaviors which a child could be expected to master by the end of a school year. It is possible to group behaviors together in the areas of self-help, academics, speech/language, motor, prevocational and vocational skills, and social behavior. A number of goal statements will be presented in order to illustrate how goals may be appropriately written.

A. **A goal for a severely impaired child**

Appropriate: 1. Sue will be able to dress herself

or

2. Sue will be able to put on inner (pants, blouse, sweater, socks, shoes) and outer (hat, jacket, boots) clothing.

Inappropriate: Sue will put on coat (1st goal)

Sue will put on hat (2nd goal)

Sue will put on shoes (3rd goal)

It is not necessary to separate dressing into three separate goals, given that the child can reasonably be expected to master a number of dressing skills in a year. Goals may be stated quite simply as in A.1 or in more detail as in A.2. Too much detail is unnecessary considering that a more precise description of the behaviors which are included in a goal are listed as short-term instructional objectives.

B. **A goal for a child with mild learning problems**

Appppropriate: John will write all lower and upper case letters in cursive and use them in connected writing.

Inappropriate: John will write all lower case cursive letters.

Given that John can reasonably be expected to master more than the lower case cursive alphabet in a year, it is appropriate to group related penmanship skills together.

C. **A goal for a child with social behavior problems**

Appropriate: Henry will be punctual, stay in his seat, and raise his hand before speaking.

Inappropriate: Henry will improve his citizenship.

If goals are vague such as the one in the inappropriate example above, the task of translating goals into short-term objectives will be difficult. Also, participants at a child's planning conference might well disagree as to what constitutes a "good citizen." By being specific about the desired behavior to be achieved, there is little room for misunderstanding a child's goals.

A considerable amount of judgment must be exerted in identifying a child's goals. First, care must be taken to select appropriate goals. Decisions related to appropriateness are the concern of all the child's planners, as goals reflect their expectations for the child. Second, goals should require change on the part of the child, but not so much change that the child could not reasonably be expected to achieve the goal by the end of the school year. Third, there should be a match between the child's needs and the number of goals which are developed. In determining a child's goals, planners should consider that the attainment of a goal represents mastery of a number of short-term instructional objectives. Therefore, consideration must be given to allow sufficient time to be devoted to the attainment of each short-term objective.

Amount and type of services. Following the identification of a child's goals, the planners should discuss the services which will be required to assist the child in meeting his/her goals. The discussion of services should result in the following decisions:

(a) Type of supportive services to be provided.

(b) Initiation data and anticipated duration of services for the current year. Care should be taken to emphasize to the child's parents that the amount and type of services to be provided are based on a projection of the child's needs and that they will be adjusted if the child's needs change.

(c) The identification of each individual who will be providing supportive services to the child.

Participation in regular education. Once a child's goals have been identified, the planners should determine the least restrictive environment (in terms of interaction with non-handicapped peers) in which the child can achieve his/her goals. While many handicapped children can participate in regular education programs, others with severe handicaps require intensive instructional programs in self-contained classrooms. Handicapped children who, due to the severity of their handicap, cannot participate in regular education instructional programs should be provided with the opportunity to interact with their non-handicapped peers in less educationally structured situations, e.g., lunch, recess.

Type of physical education program. The type of physical education program to be offered to the child will depend upon the severity of his/her handicapping condition. Children with rather mild learning and behavior problems can usually participate in the standard physical education program. A child whose motor, sensory, or mental impairment prohibits his/her participation in a standard program should be provided with a physical education program which is tailored to his/her needs.

Placement. Once a child's goals and needed services have been identified, and a determination has been made concerning the child's participation in regular education programs, the recommended placement should be discussed with the child's parents. A justification should be offered consisting of reasons why the recommended placement is viewed as the most appropriate setting in which the child can achieve his/her goals. The reasons should then be listed on the child's IEP.

According to Illinois Rules (Sec. 9.21) at least 10 days prior to placement the child's parents shall be notified in writing of the following:

1. Results of the case study evaluation
2. Type of special education program and supportive services to be provided
3. Placement recommendations and the plan for implementing those recommendations
4. Their right to object to the proposed placement and the procedures for requesting an impartial due process hearing

All of the above mentioned items will undoubtedly be addressed in the multidisciplinary staff conference to develop the child's IEP. If the parents agree to the proposed placement and waive the 10 day waiting period, the child may be placed in the recommended program (Illinois Rules, Sec. 9.22).

Explaining the further development of the child's IEP. The child's parents should be informed that some time is needed to translate their child's goals into objectives, to determine how their child's progress will be measured, and to select any special media and materials which may be required to implement tneir child's IEP. The local district may elect to provide access to the child's IEP by:

(a) Mailing a copy of the completed IEP to the parents within 30 days following the multidisciplinary staff conference.

(b) Holding a parent-teacher conference within 30 days of the multidisciplinary staff conference to explain the child's completed IEP.

(c) Informing the parents that their child's IEP will be completed within 30 days and placed in his/her temporary records and available to them at any time.

The parents should also be informed that their child's IEP will be implemented as planned unless it becomes necessary to change the child's goals, placement, or the amount of services to be provided. If a recommended change in placement occurs, the parents must be notified (Illinois Rules, Sec. 9.28). The child's IEP manager or teacher may inform the parents concerning minor revisions to the child's IEP and keep them informed concerning their child's progress throughout the year.

The scheduling of the annual review conference may be explained to the parents so that they understand that their child's program will be evaluated and that they may participate in reviewing and revising their child's IEP.

Stage III: Completing the IEP

As a result of the multidisciplinary staff conference, the major components of the child's IEP will have been determined. What remains to be done is to translate the child's goals into objectives, determine the evaluation procedures and schedules for determining progress, and identify any special media and materials which may be required to implement the child's IEP.

Translating Goals into Objectives

Each person providing services to a child as indicated on the IEP should translate the goal(s) he/she will implement into short-term instructional objectives. The components of a short-term instructional objective include: (a) a learner, (b) an observable behavior, (c) conditions, and (d) a

standard or criterion. Each component of a short-term instructional objective will now be examined.

(a) A learner
An objective is written for a particular student, not for a group of students as illustrated in the following example.

Appropriate: Given a typed paragraph containing five declarative sentences, with no punctuation marks, **John** or **the student**, or **the learner** will correctly place a period at the end of each sentence.

Inappropriate: Given a typed paragraph containing five declarative sentences, with no punctuation marks, **the students**, or **the class** or **the children** will correctly place a period at the end of each sentence.

It is not necessary to personalize each student's objective by writing in his/her name. In fact, writing out short-term instructional objectives in sentence form is a waste of precious time. A more efficient way to write short-term instructional objectives is shown in the following example which contains the first four objectives for an annual goal.

Annual Goal: To correctly punctuate a paragraph by inserting the correct marks.

Short-Term Instructional Objectives

Condition	**Behavior**	**Criteria**
Typed paragraphs containing no punctuation marks and:	**Put in:**	
1. 5 declarative sentences	**periods**	**100% for 3 days**
2. 5 declarative sentences	**periods, capitalize**	**100% for 3 days**
3. 10 declarative sentences	**periods, capitalize, commas**	**100% for 3 days**
4. 7 declarative sentences, 3 exclamatory sentences	**periods, capitalize, commas, exclamation points**	**100% for 3 days**

By not personalizing the objectives for each child by writing in each child's name, it is possible to use the same general sequence of objectives for several students. If objectives are written according to the format shown above, teachers will save time in translating goals into objectives.

(b) A behavior
Each short-term instructional objective should include an observable behavior. The reason why objectives contain observable behaviors is to allow teachers to measure performance by objective means and to determine whether or not an objective has been achieved. Verbs used to describe behavior should be both observable and precise. For that reason, verbs such as to: understand, believe, appreciate, know how, realize, or listen are not appropriate. Verbs such as to: write, point, say, compute, or read orally are appropriate because they describe the behavior which a student must perform in observable and precise terms.

(c) Conditions
A short-term instructional objective must also include the conditions under which the student will perform the behavior. Conditions specify what the student will or will not be given as he/she performs the behavior. It is important to specify the conditions in an objective, as a student's behavior may vary according to the conditions under which he/she is asked to to perform a behavior. For example, a student who is initially learning addition facts could be expected to perform very differently given an addition fact table than being required to compute from memory.

A number of objectives, with the conditions underlined, are provided in the following examples.

1. Given a number line and a worksheet containing 20 addition facts, the student will compute the facts at 100% accuracy.
2. The student will correctly put on and tie his/her shoes when they are placed before him/her by the teacher.
3. After silently reading a 100 word passage and given 5 written comprehension questions, the student will write the answers at 100% accuracy.
4. The student will correctly spell each of 10 words dictated by the teacher.

(d) Criteria

A short-term instructional objective must also contain a standard or criterion which specifies the minimum level a student must achieve to master an objective. In specifying criteria levels, teachers must rely on their own judgment as to what constitutes mastery of an objective. Often times, objectives are written which contain criteria requiring a student to perform at the desired level on more than one occasion, e.g., "at 60% accuracy for two days." This approach provides for some overlearning of a skill and guards against the possibility that a student's performance was influenced by chance factors.

One of the most important considerations in selecting a criterion is to choose one which matches the behavior to be demonstrated. If the aim is to improve accuracy, the criterion may be stated as a percent, e.g., "given a worksheet containing 20 two-digit by two-digit subtraction problem with renaming, the student will compute the problems at 90% correct. Sometimes the aim is to improve the speed at which a student performs a behavior. In that case, the criterion would include the rate at which the student should perform the behavior, e.g., "given a 300-word passage from a 2.1 reader, the student will read orally at a correct rate of 80 words per minute with less than four errors per minute. In some instances, the aim is to increase the length of time a student engages in a behavior. When duration is of concern, the criterion should include the length of time the student should engage in the behavior, e.g., "the student will stand, without assistance, for three minutes." In some cases, the aim is to have a student perform a chain of behaviors, e.g., toothbrushing, dressing, toileting. In those instances, the criterion might be stated as follows, "given a toothbrush, toothpaste, and a sink the student will correctly brush his/her teeth on five out of six trials."

Commercial materials may be used to assist teachers in identifying possible objectives for a particular goal. Neither the objectives nor the sequences of commercial objectives should be adopted without careful consideration. Some school districts have developed sequences of objectives in several academic and self-help areas. This practice should be encouraged as it prevents teachers from duplicating each other's work. In cases where commercial materials or district objectives are used, the format of writing short-term objectives may be altered as shown in the following example.

Annual Goal: To improve expressive language, including: naming common objects, describing objects by shape, size, color, feel, and functional use.

Short-Term Instructional Objectives

Reference/Skill Number	Behavior
District X "Language Skills"/2.1	name objects
2.2	describe by shape
2.3	describe by size
2.4	describe by color
2.5	describe by feel
2.6	describe by functional use

In the previous example, the reader referred to a set of commercial materials or district materials where a complete set of objectives (containing all components of a behavioral objective) is available. For example, some materials made availabe to the Illinois Office of Education from Wabash and Ohio Valley Special Education District contained objectives on cards. The complete objective for skill 2.6 on the sample IEP reads as follows:

The child defines words in terms of use 75% of the time.

MATERIALS: cup, spoon, fork, etc.

TECHNIQUE: At mealtime explain to child that "a cup is used for drinking; a spoon is used for eating," etc. Place these objects in front of child and ask him/her, "What do we use a cup for? What do we use a spoon for?," etc. If no response or incorrect response, expand explanation to include: "We use a cup for drinking; let's put some milk in it and drink it. May I have a drink of milk from your cup? We drink from a cup." The same technique could be used for the spoon, fork, etc.

MEASUREMENT: Success is attained when child defines words in terms of use three out of four trials.

The process of translating goals into objectives takes less time under the system just described. However, care must be taken to select only those published objectives which contain all the components of a good behavioral objective, to choose only those objectives which are appropriate for a particular child, and to provide a reference copy of objectives either with the child's IEP or within the child's school. In cases where objectives are referenced to published sources and the child moves to another district, the receiving district should be given access to the primary source of the objectives.

Several teachers in the IEP field test mentioned that they would find it easier to translate goals into objectives from the multidisciplinary staff conference to the first reporting or grading period. By not translating a child's goals into objectives for an entire year upon the completion of the multidisciplinary staff conference, teachers can avoid revising a set of objectives which appear to be appropriate at the beginning of the school year but become obsolete based on the student's performance. If goals are translated into objectives on a quarterly basis (or on a schedule consistent with grading or reporting periods), then teachers may continue to develop objectives throughout the year and report student progress to parents. If this system is adopted, then within 30 days of the mulitdisciplinary staff conference, only those objectives which are anticipated to be mastered prior to the first quarter (or grading period) need appear on the child's IEP. By continuing to translate goals into objectives for each successive quarter, the child's IEP should contain a complete listing of all short-term instructional objectives at the end of the school year.

Once a child's goals are translated into objectives, what remains to be done is to specify the appropriate objective criteria, evaluation procedures, and schedules for determining progress on objectives. The easiest and most direct approach is to simply require the child to perform the behavior under the conditions stated in the objective and then determine whether the child met the performance level stated as the criterion level in the objective. In some instances criterion-referenced tests may be used. However, there are few too few criterion-referenced tests available and in many instances none exist in particular goal areas in which IEP's may be written.

It is always possible to measure a student's performance directly on instructional objectives. This approach requires only that objectives are written in measurable terms and that either through a teacher-made test or by observation a child's performance is measured. Simply stated, if the objective required a child to spell 10 words at 100% correct, the words could be presented on a tape recorder, and the teacher could correct the child's work to determine if the child had met the objective.

If direct measurement is used to evaluate performance, then some statement to that effect should appear on the child's IEP. It is strongly suggested that performance be measured frequently to determine if the child has mastered the objective or if a change in teaching techniques is warranted. Some teachers do in fact measure and record performance daily. In so doing, they use the data they have collected to guide them in their teaching and to make decisions concerning the effectiveness of their teaching techniques on student's performance on objectives. By taking direct measures and

measuring performance on at least a weekly or bi-weekly basis, teachers can monitor a student's performance and adjust their teaching techniques to ensure progress.

After a child's goals have been translated into objectives by each of the child's implementers, each implementer should determine whether any special media and materials are required. Special media and materials are those which "are unique, i.e., not typically used in regular classrooms, e.g., braille writers; and/or media and materials used because of, and in reference to specific instructional objectives of the child, e.g., Language Masters." (Workscope for Media and Materials Committee, March, 1977.) The name of the special media or material should be listed on the child's IEP next to the specific objective for which it will be used.

A number of sample IEP's based on those developed by teachers during the IEP field test are included in the appendix.

Maintenance of IEP's

Each LEA is required to maintain a copy of each handicapped child's IEP. According to Section 50-45 **The School Code of Illinois** information which is added or contained in a school student record must have "clear relevance to the education of the student." In consideration of the fact that IEP's contain some of the most relevant information concerning a student's educational program and performance, it is recommended that IEP's be maintained as part of a handicapped student's temporary record. As with other information contained in a student's temporary record, an IEP should not be maintained "beyond its period of usefulness to the student and the school, and in no case longer than five years after the student has transferred, graduated, or otherwise permanently withdrawn from the school" (Section 50-4b of **The School Code of Illinois.**)

Stage IV: Evaluating, Reviewing, and Revising an IEP

An annual review conference should be held to determine a child's progress on his/her current IEP and to revise it as needed for the coming school year. The participants at an IEP review conference include "those professional persons working with the student and others as designated by the director of special education" (Illinois Rules, Sec. 9.25). According to the Federal law a child's parents must be included in all meetings in addition to a representative of the local education agency, the child's teacher, and the child, when deemed appropriate (Sec. 602(19)).

The purpose of the annual review according to Illinois Rules (Sec. 9.25) is to "review the educational status and continued special education placement" of the child and to "determine the extent to which the child has met the objectives, recommend further evaluation if indicated, and revise the individual educational plan, including the specific objectives set for the child." This section of the Illinois Rules should be changed in order to allow the child's planners to review the child's progress and to revise the child's IEP including establishing goals, services, placement and all other components of the IEP with the exception of the following: short-term instructional objectives, evaluation procedures and schedules for determining progress, and special media and materials. It makes more sense to have the child's new teacher(s) translate the planners' recommended goals into objectives at the beginning of the next school year and to make minor revisions to the IEP before implementing it for that year.

SECTION III

PREPARING FOR COMPLIANCE

DEVELOPING IEP POLICIES AND PROCEDURES

One of the responsibilities of the SEA as stated in the proposed Federal Rules (Section 121a.221), is to require local education agencies to write IEP policies and procedures. Specifically, these policies and procedures must state the manner in which IEP's are developed, implemented, reviewed, maintained, and evaluated. Certain sections of Public Law 94-142, the proposed Federal Rules for PL 94-142 (FR), the Illinois Rules and Regulations (IR), and the Illinois School Student Records Act (ISSRA), contain pertinent information regarding IEP's. The purpose of this section is to specify the relevant aspects of both federal and state rules which should be incorporated into an IEP policies and procedures document. In order to assist you in writing IEP policies and procedures, excerpts from federal and state rules will be presented. An appropriate way to begin your IEP policies and procedures document would be to describe your referral and case study evaluation procedures. You should then base the remainder of your document on the following excerpts from federal and state rules.

Placement

Each SEA and LEA shall insure that a handicapped child's placement is determined annually (FR, 121a.442(a) (1), (IR, 9.25), and is based on his/her IEP (FR, 121a.442(a) (2)).

A handicapped child should be educated in the school which he/she would normally attend if not handicapped, unless the child's IEP requires another arrangement (FR, 121a.442(c)).

To the maximum appropriate extent, handicapped children (including those in public and private facilities), should be educated with children who are not handicapped (FR, 121a.440).

A handicapped child shall be placed in a program which is the most appropriate to his/her needs and least restrictive of interaction with non-handicapped children (IR, 9.17(1) (a)).

Handicapped children in private schools and facilities will be provided with special education and related services in conformance with an IEP (P.L. 94-142, 613(B) (i)), (FR, 121a.225).

An LEA which places a handicapped child in a private school shall maintain administrative control and direction over those services (FR, 121a.303(b)).

Participants at Meeting(s)

Participants at meeting(s) shall include:

a) A representative of the child's LEA (P.L. 94-142, 602(19)), (FR, 121a.223(a)), (IR, 9.15(1)).
The proposed federal rules specify that the representative must be other than the child's teacher(s) and qualified to provide or supervise the provision of special education.

b) The child's teacher(s), special, regular, or both who will implement the child's IEP (P.L. 94-142, 602(19)), (FR, 121a.223(b)).

c) The child's parent(s) (P.L. 94-142, 602(19)), (FR. 121.a223(c)), (IR 9.15(2)).

d) The child, if deemed appropriate (P.L. 94-142, 602(19)), (FR, 121a.223(d)).

e) Other individuals at the discretion of the LEA or parent(s) (FR, 121a.223(e)), (IR, 9.15(1)).

f) A representative of the private school if the child is to be placed in a private facility (FR, 121a.226).

The Illinois Rules and Regulations also include the special education director or a designee, all individuals involved in evaluating the child, and those persons who may become responsible for providing special education and related services to the child (IR, 9.15(1)).

Meetings should be scheduled at a mutually agreed upon time and place. If parents are unable to participate in the meeting, the LEA should use other methods such as individual or conference calls to insure parent participation. If parents are unwilling to participate, the LEA should document its attempts at arranging a mutually agreed upon time and place for the meeting (FR, 121a.224(b) (c)).

If a child's parents are deaf, or do not speak English, the LEA must arrange for an interpreter to be present at the meeting(s) (FR, 121a.224(d)), (IR, 9.15(2) (a)).

Contents of an IEP

An IEP must include:

a) A statement of the child's present levels of educational performance (P.L. 94-142, 602(19) (a)), (FR, 121a.225(a)).

b) A statement of annual goals (P.L. 94-142, 602, (19) (b)), (FR, 121a.225(b)).

c) A statement of short-term instructional objectives (P.L. 94-142, 602, (19)), (FR, 121a.225(c)), (IR, 9.15(3) (e)).

d) A statement of the services to be provided to the child (P.L. 94-142, 602(19) (c)), including:
the type of physical education program the child will receive (FR, 121a.225(d) (1)).
any special media and materials (FR, 121a.225(d) (2)).
the projected date and anticipated duration of those services (P.L. 94-142, 604, (19) (d)), (FR 121a.225(e)).
a description of the extent to which the child will participate in regular education (FR, 121a.225(f)),
a justification for the child's placement (FR, 121a.225(g)),
a list of all individuals who will implement the child's IEP (FR, 121a.225(h)).

e) Objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether short-term instructional objectives are being achieved (P.L. 94-142, 602, (19) (e)), (FR, 121a.225(i)).

Evaluation

Objective criteria and evaluation procedures must be used, on at least an annual basis, to determine whether a student has achieved the short-term instructional objectives on his/her IEP (FR, 121a.225(i)).

Appropriate evaluation information, including teacher and parent opinions, shall be used. The annual review shall determine the extent to which the child has met the objectives on his/her individual educational plan (IR, 9.25(l)).

Maintenance of IEP's

The SEA shall require each public agency providing special education and related services to establish policies and procedures for maintaining IEP's (FR, 121a.221(b)).

A written report of the multidisciplinary staff conference shall be prepared. The report shall be dated and include a list of all participants at the meeting. (IR, 9.18(1)). The report should be maintained in the student's temporary record (ISSRA, 1.04(10)).

A student's temporary record may include, among other things, "verified information of clear relevance to the education of the student" (ISSRA, 1.04(12)). IEP's should be maintained as part of a student's temporary record.

Each LEA shall maintain a record of supportive data on each child placed in a private facility (IR, 8.08).

DEVELOPING A LOCAL DISTRICT IEP FORM

It is not necessary to use the same IEP form throughout the State of Illinois. What is required is to develop a form containing all of the contents specified by federal law which will fit the needs of each particular district.

Perhaps the easiest way to begin is to examine the forms which you are currently using to write "Individual Educational Plans" according to Illinois Rules, and determine needed revisions so as to include spaces for the following information:

1. Present levels of educational performance
2. Annual goals
3. Short-term instructional objectives
4. Educational services to be provided, including the initiation date and anticipated duration of services
5. Extent to which child will participate in regular education programs
6. The type of physical education program in which the child will participate
7. Any special media and material which are needed
8. A justification for the type of educational placement selected for the child
9. A list of individuals who are responsible for implementing the child's IEP (the guidelines suggest that the name of the IEP Manager should be included)
10. Appropriate objective criteria, evaluation procedures, and schedules for determining at least annually whether short-term instructional objectives have been achieved.

A sample IEP form will now be presented along with some variations which go beyond the minimum requirements.

The sample IEP form provides appropriate spaces for all of the contents of an IEP as specified by law and as suggested by the Illinois guidelines. The arrangement of the form is strictly a matter of preference; each local district may develop a form which suits its needs. A form similar to the second page of the sample form was used during the IEP field test. Several teachers preferred the arrangement as it allowed them to write objectives in a short-hand form as shown in the sample IEP's in the appendix. One of the major advantages of having one goal on a page is that it allows each of the child's implementers to have a copy of the goals they are implementing and to have sufficient space to write objectives.

Several variations to the basic form shown may be developed to provide more information. Some teachers prefer to keep track of the instructional techniques which they used, or to note the date on which instruction on an objective was begun and the date on which the objective was mastered. This type of information is certainly valuable and many teachers keep extensive records of pupil performance but prefer to record the information on charts rather than on a child's IEP.

The point to keep in mind is that the process of developing a child's IEP is more important than designing a form. The forms which are developed should include the contents as required by the law and the proposed Federal Rules and be designed in such a way that they can be completed in a minimum amount of time.

INDIVIDUALIZED EDUCATION PROGRAM

Sample Form

Student's Name:

IEP Manager's Name:

Initial Planning Conference Date:

Date for Review/Revision:

PRESENT LEVELS OF PERFORMANCE

Academics:

Speech/Language:

Motor:

Social Behavior:

Prevocational/Vocational:

Self-Help:

Extent of Participation in Regular Education:

Type of Physical Education Program:

SERVICES TO BE PROVIDED FOR CURRENT YEAR

Type	Initiation Date	No. Minutes Per Week	No. Weeks

Placement:

Justification for Placement:

IEP
Sample Form

Instruction Area: **Student's Name:**

Goal Statement: **Implementer's Name:**

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Condition	Behavior	Criteria	Special Media & Materials	Evaluation/Schedule	Date Objective Mastered

APPENDIX

SAMPLE IEP'S

NOTE: The IEP's contained in the Appendix are based on those written by teachers in the IEP field test. **All personally identifiable information has been deleted.** These sample IEP's are included to provide a guide and are not meant to be exhaustive examples. All IEP's contained in the Appendix contain short-term instructional objectives for the period between the multidisciplinary staff conference and the first reporting period or grading period. Under this system a child's IEP would contain a complete list of short-term instructional objectives at the end of a school year.

INDIVIDUALIZED EDUCATION PROGRAM
Sample Form

Student's Name: Todd Williams

IEP Manager's Name: Karen Sands (Resource Teacher)

Initial Planning Conference Date: 9/8/77

Date for Review/Revision: 9/1/78

PRESENT LEVELS OF PERFORMANCE

Academics: Reading -- 3RD on MAT. Informal test shows low comprehension, good fluency, place on mid-3rd grade level
Arithmetic -- 4.0 on Stanford Diagnostic (grade level), but has difficulty with carrying out and borrowing

Speech/Language: Social Studies -- participates well in class discussion
Difficulty articulating /s/, /r/, /l/, /g/

Motor:
Good motor control, no particular problems

Social Behavior:
Gets along well with others. Has difficulty beginning assignments on time and completing them.

Prevocational/Vocational:
Not applicable

Self-Help:
Not applicable

Extent of Participation in Regular Education:
All classes except reading

Type of Physical Education Program:
Standard

SERVICES TO BE PROVIDED FOR CURRENT YEAR

Type	Initiation Date	No. Minutes Per Week	No. Weeks
Rm	9/8/77	300	40
Speech and Language	10/8/77	20	40

Placement:
Regular Class (4th grade) and resource room

Justification for Placement:
Needs intensive instruction in reading which can be provided in resource room.

(a)

IEP
Sample Form

Instructional Area: Academics - Reading

Student's Name: Todd Williams

Goal Statement: Todd will be able to comprehend at least 90% of what he reads written on the high 4th grade level.

Implementer's Name: Karen Sands (Resource Teacher)

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Condition	Behavior	Criteria	Special Media & Materials	Evaluation/Schedule	Date Objective Mastered
1.a) 500 words from middle 3.0 reader	a) read orally	a) Rate of 80 wpm correct, 20 or fewer errors for 5 days		Direct measure daily on instructed objective	
b) 10 comprehension questions - mix of recall, sequence, and interpretation	b) write answers	b) 90% correct for 3 days			
2.a) same as above	a) read silently	———			
b) same as above	b) same as above	b) same as above			
3.a) 500 words from high 3.0 reader	a) same as 1a.	a) same as 1a.			
b) same as 1b.	b) same as 1b.	b) same as 1b.			

(b)

IEP
Sample Form

Instructional Area: Academics - Arithmetic

Student's Name: Todd Williams

Goal Statement: Todd will add and subtract double and triple digit problems using carrying and borrowing.

Implementer's Name: Susan Johnson (Regular Classroom Teacher)

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Condition	Behavior	Criteria	Special Media & Materials	Evaluation/Schedule	Date Objective Mastered
worksheet containing 10 problems each: 1. 67 + 8 2. 69 + 68 3. 67 + 66 4. 867 + 78 5. 867 + 89 6. 867 + 6869 7. 46 - 8 8. 46 - 68 9. 486 - 68 10. 4686 - 68 11. 4686 - 868	compute	90% for 3 days	Note on worksheets: n = no carry/no borrow c = carry b = borrow	Direct measure 3 times per week on instructed objective, weekly check on a sample of all problem types till 1st reporting period.	

35

IEP
Sample Form

Instructional Area: Social Behavior

Student's Name: Todd Williams

Goal Statement: Todd will stay in his seat, begin working on time, and complete all assignments within specified limit.

Implementer's Name: Susan Johnson (Regular Classroom Teacher)

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Condition	Behavior	Criteria	Special Media & Materials	Evaluation/Schedule	Date Objective Mastered
1. Oral directions to class and/or directly to Todd to "sit down"	a) sit down b) remain seated until he asks permission to get up	a) within 1 minute b) for entire period in each subject for 1 week		Direct measure daily on instructed objective till 1st reporting period	
2. Oral directions to class and/or directly to Todd to "sit down and begin working"	a) sit down b) remain seated until he asks permission to get up c) begin working	a) within 1 minute b) for entire period in each subject c) within 1 minute for 1 week			
3. Oral directions to Todd to complete all assignments	a) sit down b) remain seated until he asks permission to get up c) begin working d) complete assignments	a) within 1 minute b) for entire period in each subject c) within 1 minute d) all assignments for 2 weeks			

36

IEP
Sample Form

Instructional Area: Speech and Language

Student's Name: Todd Williams

Goal Statement: Todd will be able to say the /s/, /r/, /l/, and /g/ sounds of letters in the initial, medial, and final position within words.

Implementer's Name: Harriet Stone (Speech therapist)

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Condition	Behavior	Criteria	Special Media & Materials	Evaluation/Schedule	Date Objective Mastered
I. 1. Teacher reads story orally -- telling child to listen for the /l/ sound at the beginning of words "Raise your hand when you hear the /l/ sound."	1. Child raises hand.	1. 90-100% for 1 session		Direct measure each session on instructed objective	
2. Teacher reads story orally telling child to listen for the /l/ sound at the end of the word. Final /l/ sound is different from initial /l/ sound. Talk about the difference "Raise your hand when you hear an /l/ sound."	2.a. Child can discriminate between initial and final /l/ sound. b. Child raises hand.	2. "			
3. Repeat step for medial /l/ sound.	3. Child raises hand.	3. 90-100% for 1 session			
4. Start producing /l/ sound in isolation. Teacher shows student how sound should be made -- use mirror if necessary.	4. Student approximates /l/ sound.	4. "			
5. Use initial /l/ sound in nonsense syllables.	5. Says sound in syllables.	5. "			
6. Use initial /l/ sound in real words -- orally first then show him 20 pictures cards with initial /l/ sound -- play picture games.	6. Says initial sound in words.	6. 95-100% for 2 sessions			
7. Use same 20 picture cards and ask child to use the words in sentences -- sentence games.	7. Says initial /l/ sound in words, in sentences.	7. 80-100% in 2 sessions			
II. Use same conditions for final /l/ sound	Use same behavior for final /l/ sound.	Use same criteria for final /l/ sound.			
III. Use same conditions, behavior, and criteria for the medial /l/ sound.					
Use same conditions, behaviors, and criteria for /s/, /g/, /r/ sounds in the sequence of I, II, III initial, final, medial)					
FINAL FOR EACH SOUND: 1. Teacher initiate discussion or read story and ask child to talk about what was read.	1. Child gives his version of the story using sounds correctly.	1. 100% correct in 2 sessions			
2. Teacher initiates conversation on child's favorite activities, hobbies, likes, dislikes, etc.	2. Child articulates correctly the desired sounds in conversational speech.	2. "			

(e)

INDIVIDUALIZED EDUCATION PROGRAM
Sample Form

Student's Name: Paul Smith

Initial Planning Conference Date: 9/6/77

IEP Manager's Name: Tim Jones (Case Coordinator)

Date for Review/Revision: 9/1/79

PRESENT LEVELS OF PERFORMANCE

Academics: Reading -- 3.0 (Spache). Informal reading inventory shows that he reads slowly and comprehends less than 60% of what he reads.
Arithmetic -- 6.0 Standard Achievement Test, needs functional arithmetic skills.

Speech/Language: Penmanship -- daily assignments are legible.
Screening revealed no difficulties

Motor:
No particular problems

Social Behavior:
Talks out, frequently out of seat, doesn't complete tasks.

Prevocational/Vocational: Completes sorting tasks, can assemble machine parts, uses basic tools appropriately, shows interest in office tasks, e.g., ditto machine, collating, etc.

Self-Help:
Not applicable

Extent of Participation in Regular Education:
Physical education, music, health, general math

Type of Physical Education Program:
Standard Program

SERVICES TO BE PROVIDED FOR CURRENT YEAR

Type	Initiation Date	No. Minutes Per Week	No. Weeks
Bus	9/1/77	300	40

Placement:
High school special class -- mildly retarded

Justification for Placement:
Needs to improve basic skills, social behavior, and to acquire some marketable skills.

(f)

IEP
Sample Form

Instructional Area: Academics

Student's Name: Paul Smith

Goal Statement: Paul will read fluently on the 4th grade level with at least 80% comprehension.

Implementer's Name: Lois Brown (Classroom Teacher)

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Condition	Behavior	Criteria	Special Media & Materials	Evaluation/Schedule	Date Objective Mastered
1. 100 word passage 3.0 reader	a) orally read b) answer 10 written comprehension questions	a) 60 wpm correct/ 5 or fewer errors for 1 week b) 70% comprehension for 1 week		Direct measure every other day on instructed objective till 1st reporting period	
2. 100 word passage from 3.1 reader	a) same as above b) "	a) 70 wpm correct/ 5 or fewer errors for 1 week b) 80% comprehension for 1 week			

(g)

IEP
Sample Form

Instructional Area: Academic
Student's Name: Paul Smith
Goal Statement: Paul will maintain a checking account.
Implementer's Name: Jim Mills (General Math Teacher)

work periods

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Condition	Behavior	Criteria	Special Media & Materials	Evaluation/Schedule	Date Objective Mastered
1. Blank checks, date, amount of check	Fill in required information	100% for 5 days	Blank checks	Direct measure of each behavior collected daily on instructed objective.	
2. Check register, previous balance, and 10 written checks	a) record date, payee, and amount in check register b) subtract amount and record new balance		Check register, 10 pre written checks		
3. Deposit slips and 5 specific amounts	a) fill out deposit slip b) record deposit in check register c) compute new balance		Deposit slips, check register		
4. Bank statement, canceled checks, check register	Balance account		Bank statements, canceled checks, check register		

(h)

IEP
Sample Form

Instructional Area: Social Behavior
Student's Name: Paul Smith
Goal Statement: Paul will complete assignments, raise his hand before speaking, and remain in his seat during assigned work periods
Implementer's Name: Lois Brown (Classroom Teacher)

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Condition	Behavior	Criteria	Special Media & Materials	Evaluation/Schedule	Date Objective Mastered
1. Written assignment in any subject	Write answers	100% completed for 1 week and maintain at 90% till 1st reporting period.		Direct measure daily until 1st reporting period	
2. Before speaking	Raise hand	No more than 5 talk-outs per week for 2 weeks and maintain at same level			
3. During assigned deskwork periods	Remain seated, (unless he asks permission to get up)	No more than 5 out-of-seats per week for 2 weeks and maintain at same level			

(i)

IEP
Sample Form

Instructional Area: Vocational
Student's Name: Paul Smith
Goal Statement: Paul will fill out common application forms
Implementer's Name: Lois Brown (Classroom Teacher)

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Condition	Behavior	Criteria	Special Media & Materials	Evaluation/Schedule	Date Objective Mastered
1. List of 20 vocabulary words found on application forms	Orally define words	100% for 3 successive days		When instruction begins on each objective a direct measure will be taken daily.	
2. Job application form	Orally read and orally fill in required information	100% for 2 successive days	Job application form		
3. Job application form	Print required information with teacher assistance				
4. Job application form	Print required information independently				
5. Social security form	Orally read and orally fill in required information				
6. Social security form	Print required information with teacher assistance				
7. Social security form	Print required information independently				
8. Driver's license form	Orally read and orally fill in required information				
9. Driver's license form	Print required information with teacher assistance				
10. Driver's license form	Print required information independently				

39

(j)

IEP
Sample Form

Instructional Area: Vocational
Student's Name: Paul Smith
Goal Statement: Paul will be able to perform duties of an office assistant.
Implementer's Name: Ed Chase (Vocational Instructor)

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Condition	Behavior	Criteria	Special Media & Materials	Evaluation/Schedule	Date Objective Mastered
1. Letters to place in mail boxes.	Place each in correct mail slot.	100% for 1 week		Direct measure daily on instructed objective till mastery, weekly post-checks till 1st reporting period	
2. Ten reports daily to staple with the pages in order	Staple in upper left-hand corner				
3. Three ditto masters and a written order to run off "x" number of copies	Make ditto copies	Legible number of appropriate copies			

(k)

INDIVIDUALIZED EDUCATION PROGRAM
Sample Form

Student's Name: Fred Brown

IEP Manager's Name:

Initial Planning Conference Date:

Date for Review/Revision:

PRESENT LEVELS OF PERFORMANCE

Academics:
Not applicable

Speech/Language:
Says own name, Mommy, Daddy, go, baby; uses jargon otherwise

Motor:
Non ambulatory
Pincher grasps, palmar grasp

Social Behavior:
Parallel play
Follows directions to sit, lie down, etc.

Prevocational/Vocational:

Self-Help:
No dressing skills, cooperates only finger foods

Extent of Participation in Regular Education:
Possible lunch, Bus – may be in feeding program
may ride adapted bus

Type of Physical Education Program:

SERVICES TO BE PROVIDED FOR CURRENT YEAR

Type	Initiation Date	No. Minutes Per Week	No. Weeks
Physical therapy	9/3/77	150	40
Speech/Language Therapy	9/3/77	120	40

Placement:
self-contained primary classroom for severely handicapped
(below trainable)

Justification for Placement:
needs low ratio, special attention, special equipment

(l)

IEP
Sample Form

Instructional Area: Self Help

Goal Statement: Undressing

Student's Name: Fred Brown

Implementer's Name:

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Condition	Behavior	Criteria	Special Media & Materials	Evaluation/Schedule	Date Objective Mastered
1. With a coat on buttoned with 1" buttons	1. The student unbuttons all of the buttons and takes the coat off	5 out of 5 trials for 5 consecutive days		Weekly	
2. With a zipped coat on	2. The student unzips the coat and takes it off	"		"	
3. With a buttoned long sleeved shirt on with ¼" buttons	3. The student unbuttons all buttons and takes the shirt off	"		"	
4. With a pullover shirt on	4. The student takes the shirt off	"		"	
5. With a snapped pair of pants on	5. The student unsnaps the pants and takes them off	"		"	
6. With a buckled belt on	6. The student unbuckles the belt and takes it off	"		"	
7. With tied shoes on	7. The student unties the shoes and takes them off	"		"	
8. With a pair of socks on	8. The student pulls the socks off	"		"	

(m)

IEP
Sample Form

Instructional Area: Speech/Language

Goal Statement: Will say name of 10 common objects when presented with concrete representation.

Student's Name: Fred Brown

Implementer's Name:

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Condition	Behavior	Criteria	Special Media & Materials	Evaluation/Schedule	Date Objective Mastered
1. When presented with object and asked what is this, child responds with name of object.					
a. Child imitates object name when presented word paired with object	a. Teacher presents a book and says "Book." Child imitates by saying "book."	5 of 5 trials	Concrete representation of object 1. toy names 2. food names 3. names of clothing on body 4. words from environment	Weekly	
b. Child imitates object name when presented with object and question "What is this?"	b. Teacher presents book and says "book," then "What is this?" Child responds "book."	"			
c. Child responds to questions with correct name	c. Teacher presents object – asks "What is this?" Child responds with name of object	"			

adapted from
Teaching Research Curriculum for Moderately and Severely Handicapped
Charles C. Thomas, Publisher

(n)

IEP
Sample Form

Instructional Area: Mobility

Goal Statement: Transfer from wheelchair

Student's Name: Fred Brown

Implementer's Name:

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Condition	Behavior	Criteria	Special Media & Materials	Evaluation/Schedule	Date Objective Mastered
1. With the student sitting in wheelchair	1. The student transfers from wheelchair to floor	5 out of 5 trials for 5 consecutive days		Weekly	
2. "	2. The student transfers from wheelchair to chair	"			
3. "	3. The student transfers to toilet	"			
4. With the student on the floor	4. The student climbs into wheelchair	"			
5. With the student sitting in a chair	5. The student transfers to wheelchair	"			
6. With the student sitting on the toilet	6. "	"			

(o)

IEP
Sample Form

Instructional Area: Self-Help Skills **Student's Name:** Fred Brown

Goal Statement: Will eat soft food with spoon **Implementer's Name:**

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Condition	Behavior	Criteria	Special Media & Materials	Evaluation/Schedule	Date Objective Mastered
Child scoops food and returns spoon to dish					
a. Instructor places hand over child's hand which grasps spoon with verbal cue "eat."	a. Child scoops food, eats, returns spoon to hand.	a. 1 meal per day, 2 weeks	Large therapy spoon, optional bowl, soft food (pudding, ice cream, etc.)	Weekly	
b. Instructor removes hand from child's hand, in graduated steps, further from end of cycle, uses verbal cue "eat."	"	"	"	"	
c. Instructor uses light touch on arm to prompt child along with verbal cue "eat."	"	"	"	"	
d. Child completes cycle without assistance or verbal cue.	"	"	"	"	

(p)

gg

IEP
Sample Form

Instructional Area: Fine Motor **Student's Name:** Fred Brown

Goal Statement: Child can place 10 large, round pegs in pegboard. **Implementer's Name:**

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Condition	Behavior	Criteria	Special Media & Materials	Evaluation/Schedule	Date Objective Mastered
1. Given pegboard and 1 peg. All holes in board covered, except one	1. Child places peg in a hole	5 of 5 trials no time limit	Pegboard with large round pegs	Weekly	
2. Child places increasing number of pegs in uncovered holes	"	"	"	"	
3. Child increases speed with which she/he places pegs	"	10 pegs in hole in 3 minutes 5 out of 5 trials	"	"	

(q)

NOTES: